

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ ☐ ☐ ☐
(Check all that apply, if any) Charter Title 1 Magnet Choice

Name of Principal: Mrs. Joan Doyle

Official School Name: Oak Mountain High School

School Mailing Address: 5476 Caldwell Mill Road
 Birmingham, AL 35242-4520

County: Shelby State School Code Number: 059-0081

Telephone: (205) 682-5200 E-mail: jdoyle@shelbyed.k12.al.us

Fax: (205) 682-5205 Web URL: www.shelbyed.k12.al.us/schools/omhs/index.html

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Randy Fuller Superintendent e-mail: rfuller@shelbyed.k12.al.us

District Name: Shelby County Schools District Phone: (205) 682-7000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Dr. Lee Doeblen

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11AL5

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11AL5

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 19 Elementary schools
(per district designation) 9 Middle/Junior high schools
10 High schools
1 K-12 schools
39 Total schools in district
2. District per-pupil expenditure: 8249

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	213	208	421
3	0	0	0		10	223	204	427
4	0	0	0		11	225	208	433
5	0	0	0		12	197	192	389
Total in Applying School:								1670

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
9 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
85 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 6%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	31
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	69
(3)	Total of all transferred students [sum of rows (1) and (2)].	100
(4)	Total number of students in the school as of October 1, 2009	1723
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 18

Number of languages represented, not including English: 6

Specify languages:

Spanish, Japanese, Korean, Vietnamese, Ukrainian, and Russian

9. Percent of students eligible for free/reduced-priced meals: 10%
 Total number of students who qualify: 159

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%
 Total number of students served: 67

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>17</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>12</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>96</u>	<u>1</u>
Special resource teachers/specialists	<u>20</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>28</u>	<u>0</u>
Total number	<u>156</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	97%	97%	97%	97%
Daily teacher attendance	96%	92%	93%	96%	0%
Teacher turnover rate	17%	20%	12%	0%	0%
High school graduation rate	97%	96%	95%	96%	93%

If these data are not available, explain and provide reasonable estimates.

Daily teacher attendance rates reflect the best estimate of teacher attendance for the school. The school and district do not keep detailed records of daily teacher attendance rates, so the statistics provided reflect the total number of leave days taken by all staff at the school divided by the number of staff divided by the number of days in the school year. The leave days taken do include local and system-wide professional development days, which occur often in Shelby County. We are not certain if the statistics are a precise reflection of our daily teacher attendance rates. The data for total number of leave days taken was not available for the 2005-2006 school year.

Teacher turnover rate: For the 2008-2009 school year, the school's football coach and athletic director resigned, creating a significant staff turnover for the athletic department as the coaching staff changed. In 2009-2010, eleven teachers, including two counselors and three coaches, left OMHS for jobs in other schools or to retire. Three teachers were non-renewed by the principal. Since the district is a county system and not a city system, the salaries for teachers are not as competitive as those in neighboring districts, making it attractive for our teachers to move to other systems. Teacher turnover rates are not available for the 2006-2007 and 2005-2006 school years.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>438</u>
Enrolled in a 4-year college or university	<u>79%</u>
Enrolled in a community college	<u>12%</u>
Enrolled in vocational training	<u>4%</u>
Found employment	<u>4%</u>
Military service	<u>1%</u>
Other	<u>%</u>
Total	<u>100%</u>

Oak Mountain High School (OMHS) is a large public school serving 1670 students in grades 9-12 located in north Shelby County in suburban Birmingham, Alabama. Shelby County is one of the fastest growing counties in the Southeast and is located in the geographical center of Alabama. The school opened its doors in August of 1999 with an enrollment of 998. There has been an annual increase of approximately 10-15% in student growth per year. OMHS serves a mostly unincorporated area of Shelby County with diverse socioeconomic communities. The student population includes those from upper-middle class families to 10% of students qualifying for free and reduced lunch. The nearest municipality is Indian Springs Village, which includes approximately 2500 residents and whose village government enthusiastically supports the local school. The school district, Shelby County Schools, is led by an elected superintendent, Randy Fuller, who was principal at OMHS when it opened. The district includes 39 schools and serves over 28,000 students each year. The district has grown by approximately 500 to 1000 students per year for the last five years. Local tax money provides 28% of funding for Shelby County Schools. The district is supported beyond local and state funding by the Greater Shelby County Education Foundation and individual school Parent-Teacher Organizations.

Oak Mountain High School's mission focuses on creating an atmosphere of excellence for all students to fulfill their academic, creative, and physical potentials. This atmosphere is fostered through dynamic instructional methods, extracurricular experiences, and positive relationships among students, staff, parents, and the community. The faculty and staff at OMHS participate in all aspects of the school, from leadership to classroom instruction to extracurricular activities. Of the 107 professional staff, 72% have a master's degree or higher. The school's Continuous School Improvement (CSI) team is comprised of administrators, faculty, and other stakeholders who craft an improvement plan each year based on disaggregated data and surveys. All stakeholders work together to implement and evaluate the plan. The instructional faculty participates in course-specific Professional Learning Communities (PLCs) to create pacing guides, set learning goals, and develop common benchmark assessments. Over half of the faculty sponsors an extracurricular activity in academic, service, or athletic arenas.

Academically, Oak Mountain High School shines as one of the top schools in the state of Alabama with students earning an average ACT composite score of 24.6, well above state and national averages. Eighty-seven students in the class of 2010 earned an ACT score above 30. The school offers 16 Advanced Placement™ (AP) courses and administers between 800 and 1000 AP Exams to over 350 students each year. OMHS was recognized as the Siemens Advanced Placement Program of the Year in 2006-2007, and the school is consistently listed among the top 6% of schools nationally by the *Newsweek/Washington Post* Challenge Index. The graduating class of 2010 included 438 graduates with 91% enrolling in two- and four-year colleges. The graduates earned scholarship offers in excess of \$17.8 million, and 15 students earned recognition through the National Merit program. Competitive academic, career education, and fine art teams compete successfully on state and national levels. In addition to being academically accomplished, all students earn at least five hours of community service credit through the Give Me Five program, and OMHS offers over 35 clubs. During the school's history, five athletic teams have won state championships, and fifteen teams have been state runner up. The 2005 state champion boys' soccer team was also ranked number one nationally by the Adidas/NSCAA Coaches Poll.

To foster the rigorous academic environment, the faculty receives annual training to implement engaging student lessons using Working on the Work principles and 21st Century technology skills. Administrators lead a monthly book study for all instructional faculty targeted toward aspects of the school's CSI Plan. The school operates an 8-period instructional day in order to accommodate a 25-minute Guided Practice/Study period after lunch. This period provides time for freshmen students to participate in the Freshmen Forum transition program and for older students to participate in targeted intervention for students who need additional support in core courses and foreign languages, study time, and non-

curricular club opportunities (such as minority student organizations, SGA, literature circles, and athletic leadership classes).

Students at OMHS receive a well-rounded education that is second to none. The school's leadership and faculty are constantly focused on improving programs and not resting on past laurels. Students take courses with a high degree of academic rigor and have opportunities to build leadership skills and participate in community service projects on a daily basis. All students at Oak Mountain, regardless of background, are encouraged to achieve their academic, creative, and physical potentials through both curricular and extracurricular paths. Oak Mountain High School strives to create an atmosphere of excellence for all.

1. Assessment Results:

Alabama uses the Alabama High School Graduation Exam (AHSGE) and graduation rates to determine Adequate Yearly Progress (AYP) under the No Child Left Behind (NCLB) Act. The AHSGE assesses students in language, reading, math, science, and social studies, but only reading and math are used as AYP indicators. The AHSGE is standardized to an 11th grade level, and students first take the entire test in the spring of their 10th grade year. Alabama recognizes four levels of achievement on the AHSGE. Level I and Level II indicate the student does not meet or partially meets the Academic Content Standard, respectively. Level III indicates that the student meets the Academic Content Standard, and this level indicates the student has passed the assessment. Level IV indicates that the student exceeds the Academic Content Standard. Oak Mountain High School has attained AYP for the last five years for reading, math, and the graduation rate. The website for Alabama's Accountability Reporting System is <http://www.alsde.edu/Accountability/preAccountability.asp>.

For the past five years, OMHS has seen consistent achievement among all students. As a whole, at least 95% of students pass the reading and 97% pass the math portions of the AHSGE. In mathematics, a strong percentage of students in each grade exceed academic standards. The 2007-2008 school year saw the lowest achievement among 11th graders, but the highest achievement among 12th graders in math. In reading, 12th grade students have demonstrated outstanding achievement, with at least 99% meeting academic standards. For 11th grade students, over 91% have consistently met academic standards. The 2009-2010 academic year showed the 11th grade students having the lowest academic achievement in reading, but the 12th grade students demonstrated consistent academic achievement on the AHSGE in reading throughout the five-year period.

Achievement gaps do exist for OMHS students in both reading and math. The most significant achievement gap seen at OMHS as a whole is with special education students, who have a gap greater than 10% for both reading and math. A significant gap exists for OMHS with English Language Learners in math in 2009-2010. In reading for 11th graders, a greater than 10% gap exists for all subgroups except African American students, with the most significant gap existing for special education students and free/reduced lunch students. In reading for 12th graders, no such gaps exist for any subgroup. In math for 11th graders, a greater than 10% gap exists for African American, Hispanic, special education, and English language learners. In math for 12th graders, the gaps again do not exist for any subgroup. OMHS has several programs in place to address these gaps that exist for 11th graders.

All 11th graders who have not met the standards in areas of the AHSGE are assigned to a remediation class during their senior year. This class is designed to help regular and special education students with AHSGE content standards and test-taking strategies. Special education students also receive extended instruction in academic enhancement and specialized reading and math classes. This remediation model is a strong contributor to the successful performance of 12th grade students on the AHSGE in math and reading. By the time students graduate from OMHS, nearly 100% of all students, and over 90% of students in each subgroup, pass the reading and math sections of the AHSGE.

In 2009-2010, an intervention program for at-risk students was implemented during the Guided Practice/Study period. Students in grades 9-12 are referred to a 25-minute tutoring class for core and foreign language courses during the nine-week grading period. These classes are designed to help reinforce the course content and allow students to ask questions and complete assignments. The program was expanded in 2010-2011 to provide additional teachers in math and science. In addition, the administration assigned students who failed the previous year's course in each discipline to the intervention program during the first nine weeks' grading period. Over 90% of those students passed the first semester of the course for which they were referred. Further analysis of AHSGE test data will determine the effect of this proactive program on test performance.

In 2009-2010, OMHS established an initiative to help minority students build leadership skills and positive character traits. This initiative was started as a result of an analysis of achievement gaps found with AHSGE and AP Exam scores. Focus group meetings were conducted with minority students to determine the areas of greatest need. As a result, African American students initiated their own leadership group. In 2010-2011, this group changed to the Minority Student Association to encompass all minority groups. The group participates in volunteer activities, recognition activities for minority-awareness months, and a county-wide minority student leadership summit. This group provides opportunities for underrepresented students to feel connected to the mission of OMHS and fosters increased participation in academic and extracurricular activities.

2. Using Assessment Results:

At the end of each nine-week grading period, teachers in all the core classes administer common benchmark exams to their students. These exams have been constructed by members of each learning community to reflect the *Alabama Course of Study* objectives and are aligned accordingly. After the administration of these exams, members of the learning community meet to discuss the data generated using the Pearson Prosper system. Individual questions, sets of objectives, individual students, and classes are analyzed and compared to the required school mastery level of 75%. If mastery level is not met for specific objectives, the learning community then decides on methods to correct this deficiency within the next nine-week period. Learning communities may choose to reteach the objectives to the entire class, give review exercises on the objectives, or use the objectives in bellringers. Once the objectives have been readdressed, students are tested on weekly exams or the next benchmark to determine if mastery level has been met. The learning community also uses these results to evaluate the delivery method for the lesson. Teachers share ideas so that the most effective lessons can be presented to all students. The members will often use research-based practices to improve teaching and glean ideas from the Alabama Learning Exchange, Discovery Education, and other educational sites.

If teachers notice that an individual student is having difficulty with mastery, they may refer the student to a Guided Practice/Study intervention class or provide tutoring before or after school. The Guided Practice/Study intervention class is structured to give students who need more intensive instruction the one-on-one help they need. The classes are designed to be small and are facilitated by certified faculty members in the subject area.

In addition to the assessment of student achievement on the departmental level, the Academic Action Team, consisting of regular education teachers, special education teachers, and administrators, meets throughout the year to monitor disaggregated data from the AHSGE. The team creates attainable goals, based on the data from the previous test, along with strategies to meet these goals by the next academic school year. The Academic Action Team creates and shares the goals with the entire faculty and collects measurable data throughout the year. The team then meets to evaluate the goals.

3. Communicating Assessment Results:

Oak Mountain High School communicates in many ways with parents, students, and the community. During the school year, most teachers maintain a blog or website to communicate assignments and expectations with students and parents. All teachers use email, phone calls, or face-to-face meetings with students and parents regarding student performance. Parents can also purchase home access to the school's database software, Software Technology, Inc. (STI). Through STI Home, parents can monitor performance on individual class assignments and overall course grades. Parents receive progress reports every four weeks and report cards every nine weeks. Teachers contact parents when students' grades fall below average. Students meet with their Guided Practice/Study teacher every two weeks to discuss overall performance in classes. Teachers, administrators, counselors, or parents may refer students to the intervention program that meets during the Guided Practice/Study period.

The Oak Mountain High School guidance department communicates standardized test scores to individual students and their parents as soon as those scores are available. The school administers the PSAT and

PLAN annually and the AHSGE four times annually. Counselors meet with students as appropriate to review the scores and notify parents that the scores are available. The counselors also hold group meetings with students and parents periodically to discuss the interpretation of the test scores.

Oak Mountain High School administrators communicate often to the community-at-large regarding student performance and expectations. The Continuous School Improvement plan is available on the school's website. The administrative team maintains a blog on which they communicate school policies, procedures, and contact information. Each year, the school hosts a "Showcase" day, inviting parents, community stakeholders, educational leaders, and personnel from other schools and the central office to observe classrooms and discuss best practices. During this Showcase, the administration shares information about student performance. In addition to the Showcase, the schools in the Oak Mountain community (including two elementary, one intermediate, one middle school and one high school) meet with community leaders, parents, and central office staff to share school highlights from the previous year and plans for the upcoming year. Exceptional student performances, including assessment data, in many areas are highlighted. Student assessment results are also discussed with stakeholders in meetings with the PTO and at Open House.

4. Sharing Lessons Learned:

The Oak Mountain community schools (two elementary, one intermediate, one middle and one high school) meet each year with community leaders, parents, and central office staff to share highlights of successful practices that have occurred during the previous year. The school hosts an annual Showcase in which parents, community leaders, and education professionals visit classrooms and discuss with staff best practices used at Oak Mountain. In addition to these community meetings, all the schools in Shelby County meet twice a year to discuss the district's Continuous School Improvement (CSI) process. Teams of administrators, counselors, teachers, and parents at each school work together to develop and implement CSI plans, and the biannual meetings at the district office involve sharing best practices and identifying areas of need. Central office staff schedule walk-through visits throughout the year to evaluate the implementation of the CSI plan.

Oak Mountain High School faculty and staff also share best practices with the community and at local, state, and national meetings. Most teachers maintain a blog or web page that communicates daily classroom assignments and upcoming events. The athletic department and administrative team also maintain blogs to keep the community informed of school events and expectations. Parties interested in the instructional strategies, policies, and procedures of Oak Mountain High School can view them at their convenience on the unrestricted school website and teacher pages. The principal, two assistant principals, and a counselor presented data and best practices about the freshmen transition and intervention programs at the Alabama Association of Secondary School Principals' annual fall conference in 2010. The principal attends meetings sponsored by the Alabama Best Practices Center to share ideas with staff from other state schools. The principal also sends teachers to participate in workshops to learn about best practices such as Powerful Conversations, Strategic Teaching, and Response to Intervention. The teachers who attended these meetings then return to share what they have learned with Oak Mountain faculty. The school often hosts groups from the Alabama Best Practices Center, Alabama Staff Development Council, local universities, other school districts, and various professional learning groups to observe teachers implementing best practices in the classroom. Individually, teachers attend and present at local, state, and national professional meetings. For example, four members of the science department developed an innovative card game for learning chemistry, and they presented their game at the National Science Teachers' Association annual conference.

1. Curriculum:

Oak Mountain High School offers a numerous courses in each academic area: English 9-12, Advanced English 9-12, Honors English 9-12, and AP English Literature. English 9 focuses on world literature. English 10 features early American literature while English 11 features modern American literature. English 12 concentrates on British literature.

Math courses offered are eight levels of algebra (Algebra I, Algebra I Accelerated, Algebra IA and IB, Algebra II, Algebra II/Trigonometry, Algebra II/Trigonometry Honors, and Algebraic Connections), three levels of geometry (geometry, Geometry Formal, and Geometry Formal Honors), two levels of pre-calculus (pre-calculus and Pre-Calculus Honors), and three levels of calculus (calculus, AP Calculus AB, and AP Calculus BC). Ninth grade students take algebra or geometry, depending on their middle school math coursework. Students must complete Geometry Formal and Algebra II/Trigonometry to earn an Advanced Academic Diploma.

Science offers physical science, three levels of chemistry (chemistry, Chemistry Honors, and AP Chemistry), three levels of biology (biology, Biology Honors, and AP Biology), two levels of environmental science (environmental science and AP Environmental Science), two levels of physics (physics and AP Physics B), zoology, Earth and space science, forensic science, and anatomy and physiology. Students must complete biology, a physical science (either physical science or chemistry), and two other science courses to earn an Advanced Academic Diploma.

Social Studies offers regular and honors level courses in world history, US History to 1877, and US History from 1877, AP US History, AP European History, government, economics, AP Government and Politics, and AP Macroeconomics. According to the *Alabama Course of Study for Social Studies*, students must complete world history in the 9th grade, early and modern US History in the 10th and 11th grades, respectively, and one semester each of government and economics in the 12th grade.

The faculty at Oak Mountain High School utilizes numerous best practices for delivering instruction and ensuring student engagement. Each year, the administration and central office staff conduct training with the Working on the Work principles for creating engaging student work. These principles focus on the student as the consumer of learning, so work is designed to engage interest and maximize learning. In addition to this training, teachers attend outside conferences and in-house professional development on using 21st century technology skills and resources for strategic teaching and response to intervention.

The faculty has high standards for successful student work, and their expectations are realized in the level of student achievement seen at Oak Mountain. Since over 90% of students attend post-secondary institutions, instruction is focused on preparing students for college-level work. A strong career and technical education program is offered at the school and at the district's School of Technology. Over 35% of 10th through 12th grade students are enrolled in AP courses, and an even higher percentage of students are enrolled in honors and advanced courses. The average ACT score for an Oak Mountain student is 24.6, well above the state and national averages, and nearly 100% of students pass state assessments by the time they graduate from high school.

Other programs at Oak Mountain High School foster excellence as well. The students in the visual arts are regularly featured in art shows at the district and state levels. The performing arts department features an award-winning band that has always received superior ratings in competitions throughout the school's history. The theatre department consistently sends students to state competition as ensemble casts and as individuals. Due to high student demand, the choral department consists of four show choirs that compete in state and regional competitions. The choirs prominently feature students from all backgrounds, including at-risk and special needs students. The physical education, health, and nutrition programs are

also solid. The physical education program features an athletic training program, staffed by certified athletic trainers and students who assist with all athletic events. The health classes regularly invite guest speakers from the community to discuss current health issues like eating disorders and physical fitness. The Family and Consumer Science classes successfully compete in district, state, and national competitions on food preparation and other home crafts. The foreign language department, which enrolls over 60% of the student body, offers Spanish, French, German, and Latin. Advanced Placement courses are offered in Spanish, French, and Latin: Vergil. Foreign language teachers use a research-based participation system to award points for speaking the language in class, and the students regularly engage in using technology to demonstrate their knowledge of foreign languages. The foreign language teachers work in vertical teams with the middle school faculty on curriculum and collaborative projects. All foreign languages have student clubs that participate in service projects. Students who complete two consecutive years of foreign language earn an Advanced Academic Diploma.

2. Reading/English:

The English program consists of three levels, regular, advanced, and honors, and each level is geared toward preparing every student to meet success beyond the high school setting. The department also offers creative opportunities in print journalism (literary magazine, newspaper, and yearbook), speech, and broadcasting. The honors English classes begin in 9th grade and continue to 11th grade. These courses are designed to challenge and stimulate self-motivated learners, as the writing is taught through the study of literature. These classes have copious outside reading assignments that are transformed into in-class discussions and in-class essays. Students have the choice to take AP Literature and Composition in the 12th grade. The 9th-12th grade advanced classes are designed to prepare the college-bound student to be proficient readers and writers. Through group work, teacher-led instruction, continuous feedback, and life-based projects, these students improve their reading, writing, and communication skills. Combinations of in-class and out-of-class reading assignments are given to improve reading comprehension skills. While the regular 9th-12th grade classes are college-preparatory, they focus more on individualized attention for students who need extra help in reading comprehension and writing skills. The students are given continuous feedback to gauge their success as readers and writers. All of the English classes are designed so that students can move freely among the three levels.

In order to improve reading comprehension of every student, all classes offer a research-based structured vocabulary program. The grade-level teachers work closely in their professional learning communities to design vocabulary lessons and assessments that will benefit the students both as readers and writers. It is expected that students use, both in speech and writing, the vocabulary that is taught. In addition to the structured vocabulary program, students identified by counselors and teachers as struggling with reading comprehension are given extra help during a designated reading class, which is designed to promote effective comprehension strategies. Teachers also help struggling readers by referring them in the intervention program offered daily during the Guided Practice/Study period. Language learners and special education students are taught in inclusion classes by a regular English teacher with help from the ESL or special education teacher. Students identified as English language learners receive additional help through specific classes led by an English as a Second Language (ESL) teacher.

3. Mathematics:

The mathematics faculty integrates state-of-the-art technology on a daily basis and has been recognized as leaders in using technology-based instruction in the classroom. Many of the math classes are equipped with Promethean Boards and Mobi interactive slates used by both teachers and students for dynamic instruction. Teachers use student response systems daily to provide immediate and formative feedback. The faculty also spends countless hours working with students before and after school to foster comprehensive understanding in mathematics. The dedication of the math teachers is evidenced by the success of students in all levels of mathematics in the classroom and on state assessments.

For the higher achieving, mathematically driven students, the department offers several honors classes that move at a faster pace, cover the material in more detail and depth, and offer more challenging

assignments and tests. These students feed into two AP Calculus classes, where they consistently achieve above the state and national levels on the AP exams. Careful horizontal and vertical alignment of the mathematics curriculum contributes to AP student success. Students may join the geometry, Algebra II, or comprehensive mathematics teams. Oak Mountain consistently places among the top individual scorers and teams at local and state tournaments.

Algebra IA and IB, regular geometry, and Algebraic Connections classes are offered for students who perform below grade level. These classes work at a more deliberate pace to offer an intensive focus on required objectives. Classes are smaller so that students receive more individualized attention and differentiated instruction. Algebra and geometry intervention classes that meet during the Guided Practice/Study period offer at-risk students additional tutoring and time to work on assignments.

Collaboratively, teachers work with students and parents during course selection to help make the best decision for student success. After careful consideration, students are recommended for courses by their current math teacher based on grade, effort, and ability. The department has developed prerequisite skills tests for the students whose parents override the teacher's recommendation so that the parents can have a clearer picture of how students may perform in the chosen class before actually enrolling. These procedures ensure that students choose the most appropriate math course possible to improve their mathematics skills.

4. Additional Curriculum Area:

In accordance with the school's mission to provide an atmosphere of excellence, the science department at Oak Mountain High School provides a rigorous scientific education for students. Teachers use dynamic instructional methods to lay the foundation that prepares students for college-level science courses. The science faculty use inquiry-based learning techniques in the classroom in order to provide all students with opportunities to grow academically by furthering their scientific knowledge and skills.

All students in science, regardless of ability level, work in one of four state-of-the-art laboratories that feature computer terminals, a chemical supply room, and well-separated work stations that allow students to use inquiry to further the knowledge they attained in the classroom. The teachers prepare students for the workplace and challenges of the 21st century by giving them hands-on experiences with a variety of technologies such as smart boards, document cameras, flip cameras, laptops, and digital probes. Students use these technologies to create presentations and digital artifacts to enhance their learning process.

Oak Mountain promotes the growth of advanced students by offering extensive AP and honors classes. The four science AP classes boast a total enrollment of 238 students. Many students also participate in one of four science clubs which include the robotics team (which will be competing nationally in 2011), the science Olympiad, the Envirothon, and the Envirobowl. In addition to helping gifted students achieve, science teachers are equally involved with improving the comprehension and understanding of at-risk students by providing tutoring in physical and life sciences during the intervention classes that meet during the Guided Practice/Study time. The science department also offers an enhancement class for the few students who do not pass the AHSGE as 11th graders.

Educators in the science department at Oak Mountain High School are lifelong learners who continually improve their teaching practices. Over 92% of science teachers have at least a master's degree, 14% have a doctorate, and one teacher has earned National Board Certification. The science faculty are thoughtful curriculum innovators and planners, using a variety of local, state and national resources such as the Shelby County Pacing Guide, the *Alabama Science Course of Study* and the *National Science Education Standards*. In addition, science faculty have shared their knowledge and best practices at local, state, and national conferences.

5. Instructional Methods:

Oak Mountain High School's instructional methods are as diverse as the student population itself. The student population includes students with special needs, students from different socio-economic backgrounds, English language learners from many cultures, and students with various academic abilities. A variety of teaching and learning strategies are used that take into account the students' varied backgrounds, languages, learning styles, learning readiness, and achievement levels. Teachers guide students through the learning process by differentiating instruction so that they can attain success.

Several programs are offered to address individual student needs. All courses (regular, honors, advanced, AP, inclusion, sheltered English language learners classes, and academic enhancement classes) are supplemented by intervention classes during the Guided Practice/Study period, credit recovery sessions after school, basic-skills reading classes, and individual tutoring. These programs were developed in response to identified student needs through the Continuous School Improvement process.

The faculty are committed to designing lessons using the Working on the Work framework. The framework emphasizes engaging students in the learning process. Differentiated instructional decisions are data driven based on common benchmark results, state assessments, and professional learning community discussions. Ongoing formative and summative assessments provide the teacher with information to make the most effective teaching choices for various student needs.

Teachers use specific strategies and resources to differentiate instruction. Cooperative learning activities give students the opportunity to interact while gaining content knowledge. Technology is integrated effectively throughout the school. Computers, Promethean Boards, SMART Boards, LCD projectors, student-response "clicker" systems, mobile computer labs, and document cameras are available to all students in the media center, computer labs, and in many classrooms. In the special needs classes, Promethean Boards are used as manipulatives for hands-on activities. Oak Mountain uses technology to allow every student access to the learning.

While the need for differentiated instruction exists in all classroom settings, the need is even greater in inclusion classes. Some of the strategies used include small group guided readings and discussions, multimedia presentations, access to classroom materials via a blog or website, and inquiry-based learning. To meet the needs of English language learners, OMHS offers sheltered classes in biology, English 9, world history, and US History, and elective ESL classes, where content-based English is taught with special emphasis on speaking, listening, reading, and writing. Some of the strategies and techniques, such as assessing prior knowledge, building background, visuals, chunking, front-loading, and graphic organizers, are also used throughout the school.

6. Professional Development:

Professional development is the keystone of Oak Mountain High School. From the beginning teacher who attends new teacher orientation to the experienced educator who wants to learn something new, there are an abundance of professional development choices. Resources are specifically allocated by the administrative staff, who coordinates and publicizes professional development opportunities and records hours for each employee. The school culture emphasizes high expectations for administrators, faculty, staff, and students, so professional development is understood to be an integral part of the academic tradition. Professional development plans are purposeful and well supported by the school board, the central office staff, administrators, parents, and community partners. Opportunities are available through in-house workshops, district meetings, book studies, and sponsorships to attend outside conferences.

Collaboration is widely encouraged at Oak Mountain High School. The administrative staff, School Improvement Committee, and department chairs spend numerous hours monitoring and studying professional development needs. Oak Mountain was a forerunner in establishing Professional Learning Communities (PLCs) in Shelby County, whereby faculty members can openly discuss their professional development needs, successes, and failures. Within PLCs, student data is studied and areas of need are

identified, allowing for content to be re-taught or modified for optimal learning. OMHS promotes vertical teaming with the middle school to coordinate instruction.

The year-round focus of professional development is multifaceted. Shelby County Schools pioneered the Professional Learning Units program (PLUs), in which administrators and aspiring administrators have free access to professional development training within the system to maintain certification with the state. The district provides workshops for teachers in a wide range of technology applications, from Google Docs to wikis. The district has also brought in guest speakers to discuss current issues such as bullying, teen suicide, and drug education. The school has provided workshops about analyzing ACT College Readiness Standards and has engaged teachers in discussions about the nature of formative assessment and the use of technology in such assessments. Each administrator is leading a book study that focuses on a different aspect of the school's improvement plan. An annual wellness expo is also held at the school, inviting health and wellness practitioners to meet with teachers and students about wellness issues. OMHS will offer faculty more than 40 hours of in-house professional development during 2010-2011, which is significantly more hours than required by the county or state.

7. School Leadership:

The top priority at Oak Mountain High School is to improve student learning and have high expectations for all students. The role of the principal and the administrative staff at OMHS is one of facilitator. The principal's responsibility is to build capacity for shared decision making to ensure "buy in" by all stakeholders so that the vision of improvement in student learning at Oak Mountain High School is continuous. The professional learning community model is deeply embedded in the daily operation of the school. The faculty and staff are encouraged to take ownership in school decisions and are empowered to be school leaders. Most importantly, there is a structure in place that ensures that continuous school improvement will thrive even in the face of key staff changes.

The strategic continuous school improvement process begins with the analysis of school data by the School Leadership Team (SLT). The data include surveys, test data, and needs assessments. Strengths and weaknesses are identified, goals are set, and strategies are developed to meet the goals for improvement. The SLT develops goals for the following action teams: math, reading, graduation rate, ELL, at-risk (which includes transition and intervention programs), character education, teacher/student morale, wellness, and professional development. Each faculty member chooses an action team led by a member of the SLT. The action team then develops strategies and action steps to improve on the identified weakness with the specified goal. The team must indicate how progress for each action step will be measured and what resources will be needed to obtain the goal. At the end of the school year, the SLT determines whether the goals have been met. At this point, successes are celebrated, and the process starts over for the upcoming school year.

The professional learning community teacher-leaders make sure that the strategies and action steps in the academic portions of the school improvement plan are incorporated into classroom instructional activities. The work of the PLCs also involves aligning the curriculum; writing and reviewing pacing guides; designing engaging work for students and sharing best practices; collaborating on formative, summative, and benchmark assessments; reviewing student assessment data; identifying weaknesses; and making instructional adjustments to address those weaknesses. The PLCs are provided with common planning time, and their work is monitored in a systematic way. It is reviewed yearly to make any adjustments that might be needed to keep the process running smoothly and effectively.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Alabama High School Graduation Exam

Edition/Publication Year: 3rd/1999 Publisher: Alabama State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Academic Content Standard	96	98	94	98	96
Exceeds Academic Content Standard	31	48	37	49	51
Number of students tested	393	432	411	409	408
Percent of total students tested	100	99	99	100	99
Number of students alternatively assessed	1	2	5	1	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Academic Content Standard	90	84	93	82	79
Exceeds Academic Content Standard	15	16	7	27	29
Number of students tested	38	19	14	11	14
2. African American Students					
Meets Academic Content Standard	86	93	79	79	91
Exceeds Academic Content Standard	14	21	16	21	39
Number of students tested	37	29	19	14	23
3. Hispanic or Latino Students					
Meets Academic Content Standard	85		100		60
Exceeds Academic Content Standard	15		18		10
Number of students tested	13		11		10
4. Special Education Students					
Meets Academic Content Standard	58	80	43		20
Exceeds Academic Content Standard	0	20	10		0
Number of students tested	12	10	21		10
5. English Language Learner Students					
Meets Academic Content Standard	70		94	93	
Exceeds Academic Content Standard	30		25	33	
Number of students tested	10		16	15	
6. Asian					
Meets Academic Content Standard	100	100	100	100	100
Exceeds Academic Content Standard	70	80	60	43	54
Number of students tested	10	10	15	14	13
NOTES: Data is unavailable for the Alabama Alternative Assessment for 2005-2006. Less than 10 English Language Learners were tested in 2005-2006 and 2008-2009. Less than 10 Hispanic or Latino students were tested in 2006-2007 and 2008-2009. Less than 10 Special Education Students were tested in 2006-2007.					

11AL5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: Alabama High School Graduation Exam

Edition/Publication Year: 3rd/1999 Publisher: Alabama State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Academic Content Standard	91	96	92	96	96
Exceeds Academic Content Standard	27	26	28	31	35
Number of students tested	391	433	411	410	408
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	1	2	5	1	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Academic Content Standard	63	79	57	82	79
Exceeds Academic Content Standard	11	5	0	18	7
Number of students tested	38	19	14	11	14
2. African American Students					
Meets Academic Content Standard	84	86	63	93	97
Exceeds Academic Content Standard	3	14	16	14	4
Number of students tested	37	29	19	14	23
3. Hispanic or Latino Students					
Meets Academic Content Standard	75		73		70
Exceeds Academic Content Standard	8		18		10
Number of students tested	12		11		10
4. Special Education Students					
Meets Academic Content Standard	33	55	29	40	60
Exceeds Academic Content Standard	0	0	0	10	10
Number of students tested	12	11	21	10	10
5. English Language Learner Students					
Meets Academic Content Standard			63	66	
Exceeds Academic Content Standard			13	13	
Number of students tested			16	15	
6. Asian					
Meets Academic Content Standard	80	90	87	71	62
Exceeds Academic Content Standard	10	50	27	14	21
Number of students tested	10	10	15	14	14
NOTES: Data is unavailable for the Alabama Alternative Assessment for 2005-2006. Less than 10 English Language Learners were tested for 2005-2006, 2008-2009, and 2009-2010. Less than 10 Hispanic or Latino students were tested in 2006-2007 and 2008-2009.					

11AL5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 12 Test: Alabama High School Graduation Exam

Edition/Publication Year: 3rd/1999 Publisher: Alabama State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Academic Content Standard	99	99	100	99	100
Exceeds Academic Content Standard	48	39	50	53	48
Number of students tested	429	388	407	399	397
Percent of total students tested	97	98	98	98	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Academic Content Standard	92	93	100	100	
Exceeds Academic Content Standard	8	14	33	20	
Number of students tested	13	14	12	10	
2. African American Students					
Meets Academic Content Standard	96	94	100	100	100
Exceeds Academic Content Standard	25	17	25	43	14
Number of students tested	28	18	16	23	14
3. Hispanic or Latino Students					
Meets Academic Content Standard	100	100			
Exceeds Academic Content Standard	20	18			
Number of students tested	10	11			
4. Special Education Students					
Meets Academic Content Standard		75			100
Exceeds Academic Content Standard		17			28
Number of students tested		12			18
5. English Language Learner Students					
Meets Academic Content Standard		100	100	100	
Exceeds Academic Content Standard		27	27	46	
Number of students tested		11	11	13	
6. Asian					
Meets Academic Content Standard	100	100	100	100	100
Exceeds Academic Content Standard	80	56	50	70	71
Number of students tested	10	16	14	10	14
NOTES: No students were alternatively assessed in any reporting year. Less than 10 students on free/reduced lunch were tested in 2005-2006. Less than 10 Hispanic or Latino students were tested in 2005-2006, 2006-2007, and 2007-2008. Less than 10 English Language Learners were tested in 2005-2006 and 2009-2010. Less than 10 Special Education Students were tested in 2006-2007, 2007-2008, and 2009-2010.					

11AL5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 12 Test: Alabama High School Graduation Exam

Edition/Publication Year: 3rd/1999 Publisher: Alabama State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Academic Content Standard	99	99	99	99	100
Exceeds Academic Content Standard	26	29	31	37	39
Number of students tested	430	388	407	399	397
Percent of total students tested	98	98	98	98	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Academic Content Standard	92	93	100	90	
Exceeds Academic Content Standard	0	0	25	10	
Number of students tested	13	14	12	10	
2. African American Students					
Meets Academic Content Standard	93	89	100	100	100
Exceeds Academic Content Standard	14	11	13	4	29
Number of students tested	28	18	16	23	14
3. Hispanic or Latino Students					
Meets Academic Content Standard	90	91			
Exceeds Academic Content Standard	0	0			
Number of students tested	10	11			
4. Special Education Students					
Meets Academic Content Standard		67			100
Exceeds Academic Content Standard		0			11
Number of students tested		12			18
5. English Language Learner Students					
Meets Academic Content Standard		91	100	84	
Exceeds Academic Content Standard		0	18	8	
Number of students tested		11	11	13	
6. Asian					
Meets Academic Content Standard	100	100	100	80	100
Exceeds Academic Content Standard	50	25	21	20	21
Number of students tested	10	16	14	10	14
NOTES: No students were alternatively assessed in all reporting years. Less than 10 students on free/reduced lunch were tested in 2005-2006. Less than 10 Hispanic or Latino students were tested in 2005-2006, 2006-2007, and 2007-2008. Less than 10 English Language Learners were tested in 2005-2006 and 2009-2010. Less than 10 Special Education Students were tested in 2006-2007, 2007-2008, and 2009-2010.					

11AL5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Academic Content Standard	98	99	97	99	98
Exceeds Academic Content Standard	40	43	35	51	49
Number of students tested	822	820	825	810	805
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	1	2	5	1	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Academic Content Standard	91	88	87	67	83
Exceeds Academic Content Standard	11	14	29	24	36
Number of students tested	95	76	52	45	42
2. African American Students					
Meets Academic Content Standard	91	94	89	92	95
Exceeds Academic Content Standard	18	40	14	35	30
Number of students tested	65	47	35	37	37
3. Hispanic or Latino Students					
Meets Academic Content Standard	91	100	82		60
Exceeds Academic Content Standard	17	18	18		10
Number of students tested	23	11	11		10
4. Special Education Students					
Meets Academic Content Standard	58	77	43		71
Exceeds Academic Content Standard	0	18	10		18
Number of students tested	12	22	21		28
5. English Language Learner Students					
Meets Academic Content Standard	70	100	96	57	
Exceeds Academic Content Standard	30	27	26	39	
Number of students tested	10	11	27	28	
6. Asian					
Meets Academic Content Standard	100	96	100	79	100
Exceeds Academic Content Standard	75	62	50	54	63
Number of students tested	20	26	100	24	27
NOTES: Data is unavailable for the Alabama Alternative Assessment for 2005-2006. Less than 10 Hispanic or Latino students were tested in 2006-2007. Less than 10 Special Education students were tested in 2006-2007. Less than 10 English Language Learners were tested in 2005-2006. Data for Special Education Students reflects only the totals for the students tested in the 11th grade for 2006-2007, 2007-2008, and 2009-2010. Less than 10 Special Education Students were tested as 12th graders in these reporting years.					

11AL5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Academic Content Standard	95	97	95	97	98
Exceeds Academic Content Standard	26	27	30	34	18
Number of students tested	821	821	835	809	805
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	1	2	5	1	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Academic Content Standard	83	86	83	69	83
Exceeds Academic Content Standard	8	4	13	18	17
Number of students tested	95	76	52	45	42
2. African American Students					
Meets Academic Content Standard	86	87	66	89	97
Exceeds Academic Content Standard	8	13	14	8	0
Number of students tested	66	47	35	37	37
3. Hispanic or Latino Students					
Meets Academic Content Standard	82	100	73		70
Exceeds Academic Content Standard	5	18	18		10
Number of students tested	22	11	11		10
4. Special Education Students					
Meets Academic Content Standard	33	61	29	40	86
Exceeds Academic Content Standard	0	0	0	10	11
Number of students tested	10	23	21	10	28
5. English Language Learner Students					
Meets Academic Content Standard		91	78	75	
Exceeds Academic Content Standard		0	15	11	
Number of students tested		11	27	28	
6. Asian					
Meets Academic Content Standard	90	96	93	79	81
Exceeds Academic Content Standard	30	35	24	17	4
Number of students tested	20	26	29	24	27
NOTES: Data is unavailable for the Alabama Alternative Assessment for 2005-2006. Less than 10 Hispanic or Latino students were tested in 2006-2007. Less than 10 English Language Learner students were tested in 2005-2006 and 2009-2010. Data for Special Education Students reflects only the totals for the students tested in the 11th grade for 2006-2007, 2007-2008, and 2009-2010. Less than 10 Special Education Students were tested as 12th graders in these reporting years.					

11AL5